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THE HIDDEN ANCESTRAL IDENTITY OF THE AMERICAN “NEGRO”

First Name _____ Last Name _____

Date _____ Class _____

A five day interdisciplinary reading and reasoning RST

Book study of selected pages supplied from RaDine America’s work. Grade 6 with teacher support. Geography, ELA, mathematics, and scientific literacy.

Essential Question

How do heritage, place, racial classification, and historical representation shape identity?

Learning Targets

Explain the author’s central argument using page references. Connect heritage to the five themes of geography. Compare written, oral, visual, and archaeological evidence. Interpret dates and quantities. Write a reasoned RACE response using at least two sources.

Reading Protocol

Mark C beside a claim, E beside evidence, and Q beside a question. Record the page number. Separate what a source states from what you infer. Check who created a source, when, where, and for what purpose. Revise conclusions when stronger evidence appears.

Discussion Agreement

Discuss ideas respectfully. No student must disclose family ancestry or prove an identity. Historical racial labels appear only when needed to analyze the book. Use people’s names and communities when available.

Packet Contents

Three book study readings, a geographic locator, evidence checks, comparison readings, quantitative and science investigations, five daily tasks, 15 multiple choice questions, RACE writing, a 19 point rubric, teacher notes, answer key, and scoring exemplar.

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Source One Heritage, Memory, and the Author’s Purpose

Original study summary of the supplied Preface and Chapter 1, pages 1 to 3. This is a paraphrase, not a quotation or a replacement for the complete book.

RaDine America presents heritage as a connection among family memory, culture, and place. In the Preface, the author argues that historical narratives can influence how people understand themselves and their relationship with America. She emphasizes elders’ accounts of Indigenous ancestry and challenges explanations of Black American identity that she considers incomplete or imposed.

The author’s purpose goes beyond recounting events. She wants readers to recover a sense of belonging, respect their heritage, and reconsider interpretations that she believes contribute to oppression. Her statements about the ancestry of entire populations are broad claims. A reader can identify those claims accurately while asking what evidence would support their geographic reach and the number of people included.

Chapter 1 connects heritage with mothers, daily life, and the environment. The author describes knowledge, customs, language, beliefs, and caring practices as parts of a community’s cultural inheritance. She argues that heritage knowledge strengthens families and helps later generations learn from past mistakes. Her discussion blends cultural ideas with biological and spiritual explanations.

An oral account can preserve a name, family relationship, place, or experience missing from a public record. Researchers can record the speaker, interview date, exact account, and how the speaker learned it. They can then compare the account with other interviews, family documents, and records. Differences between accounts create questions for further inquiry.

The central reading challenge is to distinguish the author’s message about dignity and belonging from the evidence needed for particular historical or biological conclusions. Readers should not dismiss family memory because it is oral. They should also avoid assuming that one family’s experience describes every family.

Vocabulary

Heritage Cultural and family inheritance. Oral history Recorded accounts of remembered experience. Claim A statement offered for acceptance. Corroboration Checking evidence against other sources.

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